

ART INTEGRATED LEARNING (AIL)

The National Curriculum Framework 2005 states, “Aesthetic sensibility and experience being the prime sites of the growing child’s creativity, **we must bring the arts squarely into the domain of the curricular**, infusing them in all areas of learning while giving them an identity of their own at relevant stages. Therefore, the need to **integrate art education in the formal schooling** of our students now requires urgent attention if we are to retain our unique cultural identity in all its diversity and richness.”

Art Integrated Learning (AIL) is a creative teaching-learning approach through which students demonstrate their understanding of a concept through various art forms.

AIL broadens the mind of the student and enables her/him to see the multi-disciplinary links between subjects/topics/real life.

The objectives of AIL are to help children:

- ▶ Experience joy and eagerness to learn.
- ▶ Discover concepts of Mathematics and Science in the world around them.
- ▶ Enhance observation, curiosity, exploration and creative and free expression.
- ▶ Explore and understand body movement and coordination.
- ▶ Foster an inquisitive attitude towards learning and knowledge.
- ▶ Understand and regulate their emotions.
- ▶ Promote teamwork and mutual appreciation.
- ▶ Enhance communication skills, language skills and problem solving skills.
- ▶ Learn inclusive practices of respect, care, empathy and compassion.
- ▶ Create awareness of rich heritage and cultural diversity.

ART INTEGRATED LEARNING ACTIVITIES

NEW LIVING PLANET 5

Chapter 1: Movement of People

1. **Activity Time:** Interview an old person about the problems people faced due to the partition of India. (Page 6)

Chapter 2: We are all Unique

1. **Warm Up:** Look at the table and complete it. (Page 7)
2. **Activity Time:** Find out about NGOs working for old, physically and visually challenged people. Make a report. (Page 12)
3. Arrange a Braille sheet. Paste in your notebook. (Page 12)
4. Using the Braille script, write your name. (Page 12)

Chapter 3: We Breathe in Air

1. **Activity:** Keep your hand on your chest. Take a long deep breath. You will feel your chest expands when you breathe in.
It is because our lungs are filled with air. When we breathe out the air goes out and our chest contracts and becomes normal. (Page 13)
2. **Activity:** To find out breathing rate under different conditions. (Page 14)
3. **Activity Time:** Describe different activities people do in the park. Why do they do so? (Page 16)

Chapter 4: Food and Digestion

1. **Activity:** Classify the animals shown below as herbivores, omnivores, carnivores. (Page 23)
2. **Activity Time:** Some foods help us to grow, some foods give us energy and some foods keep us healthy. Draw a picture of different kinds of foods. (Page 25)
3. Collect pictures of animals and make a food web on a piece of chart paper. (Page 25)

Chapter 5: Producing Food

1. **Warm Up:** Tick (✓) the tools/things used by a farmer. (Page 26)
2. **Activity Time:** Find out from your grandparents the change that has taken place in our food habits. (Page 29)

Chapter 6: Preservation of Food

1. **Activity:** Make a list of 5 items each that are stored in dry and cold storage. (Page 31)
2. **Activity Time:** Collect labels from jars containing pickles, sauces, ketchup, jellies and wafers, etc. Write the names of the preservatives used. Paste these labels in your notebook. (Page 34)

Chapter 7: When People Do Not Get Food

1. **Warm Up:** Name this Indian economist who won the Nobel Prize in economics. He proved that Bengal famine was a man-made phenomenon. (Page 35)

- 2. Activity Time:** Design a poster with a catchy slogan to raise funds for victims (you can take any natural calamity). **(Page 40)**

Chapter 8: Sources of Water

- 1. Activity Time:** Make a chart showing how to avoid wastage of water. **(Page 46)**
2. Make a poster using slogan 'SAVE WATER'. **(Page 46)**
3. Draw a waterwheel in your notebook. **(Page 46)**

Chapter 9: Floating, Dissolving and Mixing

- 1. Activity Time:** Make a collection of materials such as sand, soil, salt, sugar, rice, iron nail, paper, leaf, key, piece of wood, empty plastic bottle and a bottle filled with water. Make a list of these materials as (a) Lighter than water and heavier than water (b) soluble in water and insoluble in water **(Page 50)**

Chapter 10: Plants and Animals in Water

- 1. Warm Up:** Can you name this playful animal? **(Page 51)**
- 2. Activity Time:** Collect pictures of aquatic plants, animals and paste them in your scrapbook. **(Page 55)**
3. Make pictures of amphibians and put up them in your class. **(Page 55)**

Chapter 11: Different Houses

- 1. Activity Time:** Is there a slum near your locality? Find out how people live in slums. What problems do they face? **(Page 61)**
2. Make different houses out of straw and matchsticks. **(Page 61)**

Chapter 12: Social Insects (Living Together)

- 1. Activity Time:** Collect pictures of different groups of animals and paste in EVS notebook. **(Page 65)**
2. Collect pictures of different members of ants' and bees' colonies. **(Page 65)**

Chapter 13: Clean Work–Dirty Work

- 1. Activity Time:** Find out the names of the following people: 1. Sweeper of your colony
2. Maid who works in your home **(Page 70)**

Chapter 14: Games we Play

- 1. Warm Up:** To which games does this logo belong? **(Page 71)**
- 2. Activity Time:** Collect pictures of some well-known sports personalities and paste them in your scrapbook. **(Page 75)**

Chapter 15: Our Traditional Games

- 1. Warm Up:** Can you name the game the children are playing? **(Page 78)**
- 2. Activity Time:** Paste pictures of some popular traditional games in your scrapbook. **(Page 82)**
3. Find out about some traditional games of other countries. **(Page 82)**

Chapter 16: Fuels

1. **Activity Time:** Make a poster giving the message save petrol and diesel. (Page 86)

Chapter 17: The Spirit of Adventure

1. **Warm Up:** Can you name these famous mountaineers? (Page 87)
2. **Activity Time:** Find out why Pluto is no longer considered a planet. (Page 92)
3. Collect pictures of stars, various planets and constellations and paste them in your notebook. (Page 92)

Chapter 18: Growing Plants

1. **Activity:** Take some bean seeds and soak them overnight. The outer covering of the seeds will become soft and can be easily removed. Remove it carefully from one seed but do not throw it away. Split open this seed carefully. Make sure that the two parts of the seed remain attached. (Page 94)
2. **Activity:** Soak some red kidney bean seeds in water. Keep the soaked seeds on a pad of wet cotton and leave for a day. Observe what happens. (Page 95)
3. **Activity:** Make a file of dry fruits and seeds and label them. (Page 100)
4. To grow a Coleus plant in the classroom by planting a cutting into a flowerpot. (Page 100)

Chapter 19: Forests and Forest People

1. **Activity Time:** Prepare a chart enumerating the advantages of trees. (Page 106)
2. Write a report on the Chipko Movement. Where and who started it? (Page 106)

Chapter 20: Plants from Other Countries

1. **Warm Up:** Name these spices. (Page 107)
2. **Activity Time:** Collect information and make a report about tea gardens. (Page 110)
3. Collect samples of spices, put them in packets and paste in your notebook. (Page 110)

Chapter 21: Senses of Animals

1. **Warm Up:** What can you see in the picture? (Page 111)
2. **Activity Time:** Drop some sugar on ground. Wait till the ants come there. 1. How long did it take for the ants to come? 2. What did the ants do with the food? 3. Do they move in line. (Page 114)

Chapter 22: Uses of Animals

1. **Activity Time:** Make a collection of pictures in your scrapbook of animals used to entertain us, animals used for transportation and used as a source of food. (Page 119)
2. Find out and collect information about two organisations working for the protection of wildlife. (Page 119)

Chapter 23: Protecting the Wildlife

1. **Activity Time:** To which famous organisation does this logo belong? (Page 120)
2. **Activity Time:** Collect information on any one national park and write about its animals, birds and plants. (Page 122)

3. Make a poster on the CONSERVATION OF WILD ANIMALS. (Page 122)

Chapter 24: Mosquitoes and Malaria

1. **Activity Time:** Visit a hospital or dispensary and find out the causes and cure for dengue fever. (Page 126)

Chapter 25: Times of Emergency

1. **Activity Time:** Collect and paste the pictures of natural disasters from the newspaper in a scrap file. (Page 131)
2. Have people in your area ever got affected by any natural disaster? Find such reports of different countries from newspaper. Make your own report. (Page 131)
3. Find out and write addresses and phone numbers of emergency helplines like fire station, nearby hospital, ambulance and police station. (Page 131)
4. Design a poster with a catchy slogan to raise funds for victims. (You can take any natural calamity.) (Page 131)

Chapter 26: Our Monuments

1. **Warm Up:** This building was a laboratory built by Maharaja Jai Singh II in Delhi. Name it. (Page 132)
2. **Activity Time:** Collect the pictures and description about the following monuments from old books, newspapers and magazines. (a) Tirupati Temple (b) Ajanta Ellora Caves (c) The Victoria Memorial (Page 137)
3. Collect pictures and make a collage of various historical monuments in your scrap file. (Page 137)

Chapter 27: Staying Safe

1. **Activity Time:** Make charts showing the entire road safety signs and what do they represent. Hang these charts in your classroom.
- Make a diary and write down the following phone numbers. 1. Your family doctor
2. Police station of your area 3. The nearest fire station 4. Ambulance (Page 144)

Chapter 28: Force and Simple Machines

1. **Activity Time:** Make the model of a screw.
- Take a paper and cut it in the form of a right-angled triangle. One of its sides will represent an inclined plane. Colour this edge. Now, wrap this paper around a pencil as shown in the figure.
- Your model of screw is ready. (Page 152)

ART INTEGRATED LEARNING ACTIVITIES

NEW LIVING PLANET

TEACHER'S RESOURCE MANUAL – 5

Chapter 1: Movement of People

1. **Boost Up:** Show pictures/animations of flood or construction of flyover. (Page 167)

Chapter 2: We are all Unique

1. **Teaching Strategy:** Show the chart of the sign language. (Page 170)
2. **Boost Up:** Ask each student to narrate his/her unique quality. (Page 170)
3. If possible, take the students to a blind school. (Page 170)

Chapter 3: We Breathe in Air

1. **Teaching Strategy:** Explain the process of inhalation and exhalation with the help of the chart/animation. (Page 173)
2. **Boost Up:** Ask the students do activities given on pages 13, 14 and 15. (Page 173)

Chapter 4: Food and Digestion

1. **Teaching Strategy:** With the help of the chart, explain the process of digestion.
Mouth → Foodpipe → Stomach (food churned) → Small intestine (where digestive juices from liver and pancreas are mixed in food) → Large intestine (water is absorbed) → Anus (solid waste is excreted) (Page 176)
2. **Boost Up:** Show chart/animation of the digestive system. (Page 176)
3. Show pictures/animation of insectivorous plants. (Page 176)

Chapter 5: Producing Food

1. **Teaching Strategy:** Ask the students the foods they like. Compare the food habits of today's generation with older generations. (Page 179)
2. **Boost Up:** Show pictures of tools used in agricultural practices. (Page 179)

Chapter 6: Preservation of Food

1. **Teaching Strategy:** You can show a bread piece with mucedo on it. (Page 182)
2. **Boost Up:** You can display jam, pasteurised milk packet, etc., in the class. (Page 182)

Chapter 7: When People Do Not Get Food

1. **Boost Up:** Show the chart containing deficiency diseases. (Page 185)

Chapter 8: Sources of Water

1. **Boost Up:** Show the chart of water treatment plant. (Page 188)
2. Show pictures/animations of different methods of irrigation. (Page 188)

Chapter 9: Floating, Dissolving and Mixing

1. **Teaching Strategy:** You can demonstrate how sugar or salt dissolve in the class. (Page 192)

2. **Boost Up:** You can demonstrate that some things sink in water and some things float in water. (Page 192)

Chapter 10: Plants and Animals in Water

1. **Teaching Strategy:** Show them pictures of aquatic plants as given in the chapter. (Page 195)
2. **Boost Up:** The students should be encouraged to collect pictures of different aquatic animals. (Page 195)

Chapter 11: Different Houses

1. **Boost Up:** Show a chart containing different houses. (Page 199)
2. If possible, take the students to a place where a house is being built and show them the materials used to build a house. (Page 199)

Chapter 12: Social Insects (Living Together)

1. **Boost Up:** Ask the students to draw a beehive. (Page 202)

Chapter 13: Clean Work–Dirty Work

1. **Boost Up:** Show picture/animation of Mahatma Gandhi weaving on a spinning wheel. (Page 205)
2. Ask the students what they would like to do on growing up. (Page 205)

Chapter 14: Games we Play

1. **Teaching Strategy:** Show pictures of P.V. Sindhu, Sania Mirza, Hima Das and tell the students that women are no less than men in the field of sports. (Page 208)
2. **Boost Up:** Show pictures/animations of Olympic Games 2016. (Page 208)
3. Show pictures/animations of India winning the World Cup Cricket in 2011. (Page 208)

Chapter 15: Our Traditional Games

1. **Boost Up:** Show the chart depicting traditional games. (Page 212)
2. Hold a kabaddi match for your class. (Page 212)

Chapter 16: Fuels

1. **Teaching Strategy:** Show a picture of oil refinery. (Page 215)
2. **Boost Up:** Ask the students to make a poster on 'Save Energy'. (Page 215)
3. Show the students picture/animation of windmill. (Page 215)

Chapter 17: The Spirit of Adventure

1. **Teaching Strategy:** Show the chart of solar system. Explain that the eight planets revolve around the sun. (Page 218)
2. Show the picture of India's first satellite — Aryabhata. (Page 218)
3. **Boost Up:** Show the photographs/animations of man landing on the moon. (Page 218)

Chapter 18: Growing Plants

1. **Boost Up:** Show the sample of bean seed as a whole and a split one to show all its parts. (Page 222)
2. Show samples of different types of seeds. (Page 222)

Chapter 19: Forests and Forest People

1. **Boost Up:** Show pictures/animations of the Chipko Movement. (Page 226)
2. Celebrate Van Mahotsav in your school. (Page 226)

Chapter 20: Plants from Other Countries

1. **Boost Up:** You can show pictures/animations of tea gardens of Darjiling. (Page 229)

Chapter 21: Senses of Animals

1. **Boost Up:** Show pictures/animation of how a bat flies with the help of echo location. (Page 232)

Chapter 22: Uses of Animals

1. **Boost Up:** Show pictures/animations of a circus show. (Page 235)

Chapter 23: Protecting the Wildlife

1. **Boost Up:** Show a map of wildlife sanctuaries and national parks to the students. (Page 238)
2. Ask the students to make a list of ten animals which have become extinct. (Page 238)

Chapter 24: Mosquitoes and Malaria

1. **Teaching Strategy:** Show the chart of life cycle of a mosquito. (Page 241)
2. **Boost Up:** Let each student draw a poster on prevention of malaria. He/She should write the points given on page 125 of the book. (Page 241)

Chapter 25: Times of Emergency

1. **Boost Up:** Show pictures/animations of disasters. (Page 244)
2. Ask the students to make a list of the names of the states where disasters have occurred. (Page 244)

Chapter 26: Our Monuments

1. **Teaching Strategy:** Show the chart of monuments to the students. You can show pictures/animations of the digital content. One by one, explain the details of the monuments. (Page 248)
2. **Boost Up:** Take the students to a nearby monument for excursion. (Page 248)

Chapter 27: Staying Safe

1. **Boost Up:** Students should be encouraged to explore more road signs and their meanings. (Page 251)
2. Also discuss the road safety rules followed in different countries and compare them with those of our country. (Page 251)

Chapter 28: Force and Simple Machines

1. **Teaching Strategy:** Discuss how machines make our work easier and explain the two types of machines by showing their pictures (as given in chapter). (Page 255)
2. **Boost Up:** Explain the type of forces by demonstrating some acts given in the chapter such as stretching of rubber band, rolling of ball, floating of ball in water. (Page 255)
3. Demonstrate Activity 1 given under the head 'lever'. (Page 256)
4. Perform Activity 2 given under the head 'inclined plane'. (Page 256)